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ELABORATION AND EXPERIMENTAL EVALUATION OF PROCEDURES AND SPECIALIZED MATERIALS FOR IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES. FINAL REPORT ON "MODERN TEACHING OF SPANISH".

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A FINAL REPORT IS PRESENTED HERE ON A PILOT PROJECT THAT WAS CONDUCTED DURING THE 1962-63 ACADEMIC YEAR AT THE UNIVERSITY OF COLORADO IN WHICH SECONDARY SCHOOL SPANISH TEACHERS WERE GIVEN AN IN-SERVICE COURSE IN APPLIED LINGUISTICS. A HISTORY OF THE EXPERIMENT IS OUTLINED AND FOLLOWED IN PART II BY AN EVALUATION OF THE POSITIVE AND NEGATIVE FACTORS OF SUCH NECESSARY CONSIDERATIONS FOR THE PROJECT AS LOCATION FOR THE EXPERIMENT, GROUP PARTICIPATION, MATERIALS, DISCUSSION METHODS, TESTING, BUDGET, AND PERSONNEL. PART III OF THE REPORT SETS FORTH SOME BASIC RECOMMENDATIONS FOR ADMINISTERING FUTURE PROGRAMS WITH RESPECT TO FORMULATING GOALS AND PLANS PRIOR TO THE SESSION'S OPENING, SENDING THE STUDY GUIDE AND EXPLANATORY MATERIAL TO PARTICIPANTS IN ADVANCE, OFFERING A FULL-DAY ORIENTATION SESSION CONDUCTED AS AN OPEN FORUM, EMPHASIZING THE IMPORTANCE OF GROUP DISCUSSION AS AN EFFECTIVE LEARNING METHOD, ADMINISTERING ONLY APPLICABLE PARTS OF THE MLA PROFICIENCY TESTS, AND ENCOURAGING THE USE OF FILMS TO CLARIFY AND SUPPLEMENT THE STUDY MATERIAL. INCLUDED IN THE APPENDIXES ARE A SAMPLE OF A RECORDER'S NOTES FROM A SESSION, PROJECT PUBLICITY, AND PROFICIENCY TEST RESULTS. SEE FL 000 662 FOR THE STUDY GUIDE USED ON THE PROJECT. (SS)

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FINAL REPORT

ON

Modern Teaching of Spanish

PREPARED UNDER

CONTRACT NO. OE-2-14-035

FOR

U. S. OFFICE OF EDUCATION

660

FL 000

BY

DAVID M. FELDMAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UNIVERSITY OF COLORADO

EXTENSION DIVISION

BOULDER, COLORADO

University of Colorado
University Extension Division
Correspondence Study
Boulder, Colorado

FINAL REPORT

OE - 2 - 14 - 035

ELABORATION AND EXPERIMENTAL EVALUATION OF PROCEDURES AND SPECIALIZED MATERIALS FOR IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES

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Due: June 30, 1963

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CONCEPTION OF THE IDEA

A series of foreign language conferences, held throughout the State of Colorado during the past three years, revealed widespread teacher interest in the new approaches to foreign language teaching, indicating the need for a continuing program of study and education to keep alive this newly awakened interest, as well as to encourage further study and professional growth. It is evident that the great majority of foreign language teachers on the secondary level can neither return for an intensive course of study at a college or university nor attend an NDEA summer or year-long institute. The development of an in-service program was requisite, to provide some of the more significant experiences of the Institute. The program would offer an opportunity to study while teaching and so would not deplete the teaching force. It would promote a type of professional growth not possible for the student in a college course or the participant in a workshop. The teacher would be able to apply his new knowledge immediately, while developing meaningful contacts with his colleagues in the evaluation process, which, in turn, would help to maintain professional attitudes. The teacher's own classroom would thus become a laboratory in which to refine his discoveries by applying and evaluating new theories and techniques immediately after encountering them.

In this context was conceived the idea of a group technique for such learning. Groups of teachers would meet in their own districts to study recent theories of the nature of language and how it might be most efficiently learned and taught. Together, they would examine new teaching materials, audio-visual aids, and equipment now available; evaluate them; and share various ways of using them. To make these sessions more worthwhile, a syllabus, or study guide, would be developed, based on the new materials and approaches, including a section on the principles of group discussion. It would also contain a list of specific textbooks to be studied collaterally, a list of library references, and objectives for the entire course, as well as comments and discussion questions for each assignment.

Because many of Colorado's school districts are distant from college or university campuses, the presence of an instructor, in this case the Project Director, would have to be limited to two or three meetings with the group, for the purposes of orientation and evaluation. A fellow teacher in the district who had formerly participated in an NDEA Summer Language Institute could be requested to assist in acting

as discussion moderator, and to serve as liaison between the group and the project administration in the pilot project. Effective guidance would require training in group leadership, which could be supplied by conferences with the Communications Consultant, as well as by the materials on group discussion as a learning method, to be incorporated in the study guide.

EXPLORATORY STEPS

Miss Dorothy Duhon, State Foreign Language Supervisor in Colorado, and Mrs. Lois Badger, Director of Correspondence Study at the University of Colorado, who, together, had conceived the concept of developing an exportable course which could be used in group study as an in-service educational program, presented the idea to Dr. Dwight L. Bolinger, then professor of Spanish and linguistics at the University of Colorado. He was interested in promoting the project and promised to help find a qualified linguist who would be willing to develop the course materials for Spanish teachers. Miss Barbara Schindler, Director of Speech Services and Instructor in Speech at the University of Colorado, was pleased to assist with the group in any way possible and to prepare the section of the study guide concerned with the method and technique of group instruction. Dr. Robert E. de Kieffer, Director of Audio-Visual Instruction at the University of Colorado, favored the idea and gave assurance of his cooperation in providing films, tapes, and other audio-visual teaching aids. He further suggested that, for such an educational program, NDEA funds might be available to finance a pilot research project.

To discuss the details of a major program and of organizing a potential, experimental, pilot project, Miss Duhon and Mrs. Badger arranged a meeting with Dr. Bolinger; Dr. George A. C. Scherer, then director of the Academic-Year German Institute at the University of Colorado; Dr. de Kieffer; and Charles L. Bostrom, Chief of the Title III Section of the Colorado State Department of Education. After some discussion of the Project, Dr. Scherer called Dr. Kenneth Mildenberger, Head of the Language Development Section of the U. S. Office of Education, who agreed that a proposal should be prepared and submitted under Title VI, Section 602, National Defense Education Act of 1958.

Dr. Bolinger then agreed to try to enlist the services of Dr. David M. Feldman, then teaching Spanish and Portuguese at Princeton

University, who was to be visiting lecturer in linguistics at the NDEA Summer Language Institute at the University of Colorado during the summer of 1962. With the subsequent assurance that Dr. Feldman would be willing to develop the materials, teach, and act as Project Director, a tentative proposal was prepared and presented to Dr. A: Bruce Gaarder, Head, Research and Studies Unit, Language Development Section, U. S. Office of Education, at the annual meeting of the Modern Language Association in Chicago in December, 1961. On January 23, 1962, a final proposal, incorporating Dr. Gaarder's suggestions, was approved by University officers and sent to Dr. Gaarder.

The proposal was then discussed with school-district administrators in Colorado Springs, Colorado, which had been selected as favorable for development of the pilot project: first, because the district and immediate environs included a sufficient number of secondary-school Spanish teachers to insure a voluntary group of more than ten; second, because some of the teachers in the district were former NDEA Summer Institute trainees who might act as discussion leaders; third, because Colorado Springs is a convenient distance from Boulder for purposes of observation and administration. Present at this first meeting were Dr. Thomas B. Doherty, Assistant Superintendent of Public Schools; Dr. Harold H. Threlkeld, Director of Secondary Education; Mr. Joseph M. Tockman, Supervisor in Secondary Education; Miss Joanna Jolly, a teacher in the district, with NDEA Institute training (all of Colorado Springs); Miss Barbara Schindler, Director of Speech Services at the University of Colorado; Miss Dorothy Duhon, State Foreign Language Supervisor; and Mrs. Lois Badger, Director of Correspondence Study at the University of Colorado Extension Division. The plan was not, at first, enthusiastically received by Dr. Doherty and Dr. Threlkeld. They questioned the advisability of inviting teachers outside of their school district, the possibility of insufficient interest in the program, and even the necessity for such a program in that particular district. Miss Jolly and Mr. Tockman were favorably impressed and, after Miss Schindler, Miss Duhon, and Mrs. Badger explained the advantages of the program, the decision was made to locate the experimental Project there. Final arrangements were to be consummated before the end of the school year, 1962, since there were indications of a possible USOE contract for the Project.

In mid-May, 1962, another meeting was arranged with the school administrators in Colorado Springs, which included Spanish teachers from each of the secondary schools in the district, as well as the

personnel present at the previous meeting, with the exception of Miss Schindler. At this meeting, it became clear that there were misunderstandings about the aims and objectives of the pilot course. Dr. Threlkeld further objected because he could not see the need for an in-service program for teachers with years of teaching experience. He seemed to be unwilling to ask or answer questions concerning the professional background of his teaching staff. Only upon the insistence of Miss Jolly, Mr. Tockman, and the Spanish teachers present that such a program was an immediate necessity were final plans discussed. At this meeting, as a concession to the administrators, it was agreed that teachers outside the Colorado Springs district would not be invited.

Because of the late date, a move to another location was almost impossible to arrange. It was necessary to either proceed in Colorado Springs or abandon the Project until a more suitable atmosphere could be found. In an attempt to evaluate the candid attitudes of the administration, Dean D. Mack Easton, University of Colorado Extension Division, wrote to Dr. Doherty to ascertain definitely the current feeling of the school administrators concerning the program and the possible wisdom of conducting the Pilot Project elsewhere. Dr. Doherty immediately indicated the willingness of the administrators to cooperate and their pleasure in having the Project there. On the basis of this response, immediately upon receipt of the contract from USOE on June 1, 1962, arrangements were made for the inception of the study sessions in the fall.

Dr. Threlkeld arranged a meeting of the Spanish teachers in the district, presented the plan, enlisted them in the program for the fall, and sent the list of participants to the Correspondence-Study Office at the University of Colorado. Although the group was now constituted and the program approved, an essential precept of the program was unavoidably violated--that of the willing support of the local administration and the voluntary subscription of the group.

ADVANCE PREPARATION

The Project Director, who by then had arrived in Boulder, began the task of preparing the Study Guide on June 1, 1962, along with the introductory materials, the assignments themselves, and the scheduling of meetings. The Project Director contacted various state departments of education, for sample manuals, bibliographies, and reference lists.

The formulation of a reference shelf of materials was immediately begun and the selection of teaching materials was completed.

At the same time, the Communications Consultant began the preparation of both the participants' section and the optional discussion leader's section of the portion of the Guide concerned with learning through the discussion method. The Communications Consultant determined the level and approach of both these sections, after several interviews with the prospective discussion leader, concerning both her own experience and skills, and those of the participants, in the techniques of the discussion process. In addition, the materials pertaining to the discussion process were thoroughly analyzed with the leader, and additional suggestions offered in response to questions.

From June 1, 1962, until the beginning of the fall semester (September 17, 1962), a series of preliminary staff meetings were held in the offices of the Extension Division of the University of Colorado, in Boulder, to clarify all administrative details and to coordinate the program in general. Decisions were made as to printing of materials (mimeographing and plastic binding with stiff paper covers, by the Correspondence-Study Office); preparation and dubbing of tapes (by the Audio-Visual Bureau); ordering and distribution of textbooks (through Correspondence Study and Extension library); constitution of the reference shelf; preparation of questionnaires; registration and accreditation of participants; liaison among the various state and city education offices and agencies; technical considerations of classroom and laboratory space, projection equipment, and personnel at the Colorado Springs location (Palmer High School). During these staff meetings, questions of appropriate personnel and procedures on the University campus were considered and Dean D. Mack Easton of the Extension Division assumed substantial responsibility for assistance with the Project Staff's relations with the Finance Office and other agencies of the University.

As each phase of the materials was completed throughout the summer, the manuscripts were submitted to the Project Consultant, Dr. Dwight L. Bolinger, for annotation and criticism. Final administrative plans were submitted for consideration to the Dean of the Extension Division, the State Foreign Language Supervisor, and the administrative heads of the Colorado Springs school district and Palmer High School.

A schedule of meetings for the participants was arranged, naturally taking into account school holidays and other details of the secondary-school calendar which might have interfered with total participation.

The list of participants, as formulated by the Director of Secondary Education in Colorado Springs, was forwarded to Correspondence Study and the participants were duly registered for credit. The Correspondence-Study Office edited and duplicated the Study Guide and all other materials for distribution to the participants.

Although a general reference bibliography was published in the Study Guide, it was felt that a special "recommended" list of books and articles should be included. The responses from a questionnaire, sent to approximately forty professors of applied linguistics and methodology in Spanish teaching, helped to determine the recommended list. Staff members of the University library aided in annotating the list. As a result of this procedure, the basic list represents the opinions of a wide group of specialists, enabling funds earmarked for the reference shelf for the participants to be expended in the wisest possible manner. The reference shelf was made available to the participants through the University of Colorado Extension Center in Colorado Springs. The materials, at the participants' request, are accessible there until mid-summer, 1963, when they are to be returned to the University and held, pending instructions from USOE.

PILOT COURSE BEGINS

Orientation meeting, with participants, October 15, 1962

At this first meeting, administrative details and procedures were clarified and the goals of the Project were explained, as well as the experimental nature of the course. It was considered important for the participants to state their own individual goals and the benefits they expected to receive from their experiences in the program. To encourage an atmosphere of frankness, the Project Staff also expressed, as candidly as possible, their own hopes as to the outcome of the experiment. Along with a copy of the Study Guide, each participant received, from Dean Easton, an explanatory letter of welcome to the program, which included a statement of goals and objectives. Time was allowed for questions and comments, and attention was directed to another statement of purposes, printed in the Study Guide. The hope was that this repetition of goals (of both the Project originators and the participants) would serve to fix them firmly in the participants' memories, in order to avoid confusion later on. To enhance the atmosphere of friendliness and informality, each participant was given a name tag and asked to introduce himself, briefly. Participants were also urged to discuss their

daily classroom problems in the context of the day's assignment and to make every attempt to learn from one another. It was pointed out, both directly and indirectly, that the ability to learn from one another could well be the key to the program's success and their own individual achievements.

Testing

The diagnostic MLA Proficiency Tests were administered during the first meeting, October 15, 1962, and following meetings. Dates were set for the administration of the post-tests in April, 1963. Results and evaluations of the tests are given in an appendix to this report.

Films

As prescribed in the contract, the MLA-Teaching Film Custodians' five-film series on language and language teaching were shown during the first five sessions. A special section of the Study Guide, allocated to written assignments and group discussion on the content of the films, endeavored to underscore the principles promulgated. The work papers accompanying the films also were used. (Upon the recommendation of the Project Staff, the Audio-Visual Bureau of the University of Colorado acquired the series, which subsequently has been almost continuously booked by a large number of institutions in the West.) Once the principles of the audio-lingual approach were firmly established, the Pierre Capretz-Yale University Spanish films were shown, available to all the teachers in the Colorado Springs district.

Tapes

Sets of practice and demonstration tapes were acquired and made accessible to the participants, both as examples of audio-lingual teaching materials and for use by the participants themselves in improving their own control of Spanish.

Class procedures

As is to be anticipated with new learning groups, this one was highly dependent upon the Discussion Leader and continually sought "answers" from the "teacher." A variety of group discussion techniques were tried separately and in combination, in an effort to determine which could best be recommended for future, independent, group-study plans. Among the more significant techniques attempted (evaluated in Part II of this report) were:

1. Each member of the group independently prepared each question based on the day's assignment. Then, at the meeting, the independently achieved answers were evaluated by the group. The Discussion Leader served as moderator, attempting to see that the group considered conflicting opinions, and in addition, to encourage participants to relate the assignment and questions to their own classroom situations.

2. At each meeting, a different member of the group assumed the function of recorder, noting the agenda and principal points covered in the discussion. The purpose was to free other participants from detailed note-taking in order that they might participate more fully and freely in general discussion. At the end of the session, the recorder was asked to read the notes aloud so that the group could add or amend in any way, thus insuring that it was an accurate summary of the consensus of the group, rather than one person's version. Copies of the recorder's notes were duplicated and annotated by the Project Director, then returned to the participants at the following meeting. Again, the Discussion Leader functioned as general moderator, working on such problems as sustaining a suitable climate and subtly attempting to equalize and encourage participation.

3. Participants were asked to read the assignment and collateral materials before coming to the meeting, so that the session could be used for the purpose of preparing group answers to the discussion questions. The Project Director then annotated the group answers and returned them, duplicated, as in 2, above.

4. It was arranged that the Discussion Leader be absent from the group at significant intervals, in order to evaluate the ability and willingness of the group to work on its own and the quality of the work when carried out with no administrative supervision.

Supervision by the Project Staff

Both the Project Director and the Communications Consultant attended the first five meetings and the final sessions of the course, and were able to aid in the administration of tests and offer immediate advice to the Discussion Leader. This facilitated flexibility in the order and manner of presentation of the material, necessary to achieve close correspondence with the interests and needs of the group, as well as to evaluate group morale and opinion at frequent intervals throughout the experiment. The Project Director and the Communications Consultant

were thus enabled: (1) to evaluate the efficiency of the various discussion techniques used, as the course progressed; (2) to administer sample tests and discuss the answers immediately, so as to demonstrate progress and clarify remaining points of difficulty; and (3) to communicate directly with the participants, so as to observe immediate reactions to the course procedures and reduce the participants' feelings of being isolated or hapless "guinea pigs."

Progress report

Although interim reports, reactions, and criticism from the participants were obtained throughout the course, an exhaustive, midway, evaluation session was held on January 21, 1963, when the Communications Consultant met with the group for this purpose. On several occasions, the Project Director and Communications Consultant met with the Discussion Leader, alone, to evaluate and revise procedures. Individual interviews were also conducted with participants and Colorado Springs administrative officials. The Project Staff then met on three separate occasions to discuss their findings.

The entire staff met on May 11, 12, and 13, 1963, for further overall evaluation and the preparation of general drafts of the revised Study Guide and Final Report. The final joint-staff sessions were held on June 21, 1963.

Publicity

Through both the Public Information Office of the University of Colorado and a press release prepared by the Project Staff, notices of the Project have already appeared in Ivory Basement News, The Linguistic Reporter, Hispania, PMLA, Peals, and The Modern Language Journal. At this writing, an abstract is scheduled to appear in ML Abstracts and articles summarizing various aspects of the Project have been submitted to appropriate professional journals. Similar announcements have appeared in several newspapers. (Copies of all available releases appear as an appendix to this report.)

This publicity has brought numerous requests for descriptions of the program and for the materials themselves, from all parts of the country.

INTRODUCTION

The following evaluation of our procedures is based upon the Project's degree of success in satisfying two related needs in the Colorado School System for a language education program, originally recognized by the State Foreign Language Consultant: (1) to acquaint teachers with the main features of the audio-lingual approach; (2) to make available a significant part of the applied linguistics and methodology segments of the NDEA summer institutes and related programs to teachers otherwise unable to study these materials.

SELECTION OF LOCATION

The decision to conduct the pilot course in Colorado Springs was based on the following considerations:

1. The presence, within the system, of a thoroughly trained NDEA Institute participant who was willing to function as both discussion leader and liaison between the participants and the Project Staff.
2. The fact that few of the other teachers in the system had Institute or comparable training in the fields of applied linguistics and methodology.
3. The area contained a sufficient number of language teachers in several school districts to provide enough voluntary participants.
4. The relative accessibility from Boulder for purposes of observation and guidance.
5. The existence of a University of Colorado Extension Center for the reference shelf, and distribution of films and other materials.
6. The supposition that the administrative staff of a district the size and status of Colorado Springs would agree to cooperate with other districts in providing such an in-service opportunity.

Positive factors

1. The group assembled was of a workable size (13), representing a wide variety of training, interests, and experience.
2. The Discussion Leader was capable, cooperative, and personally interested in the success of the course and of the Project.
3. A full language laboratory and a comfortable room at a conveniently

located high school were provided for our use.

4. The relatively short distance between Boulder and Colorado Springs enabled the Project Staff to be present at frequent intervals and to consult easily with the Discussion Leader.

Negative factors

1. Dissatisfaction with scheduling: Although the length and frequency of meetings were in line with most in-service programs, a certain amount of dissatisfaction was inevitable. Some of the participants felt that the meetings came too close together and left inadequate time for careful preparation; others felt that the meetings were too far apart and that, therefore, continuity was lost. Of course, an in-service training program of any kind suffers, no matter when or how often the meetings are scheduled, when it must be in addition to a full-time teaching load.

2. False impressions and expectations: Our original intention was for the Project Staff and the local administrators to present the program to the potential participants and then accept a group of voluntary participants. In this case, however, the district administrators considered it their prerogative to present the program and to enlist participants. The result was an inexact presentation of the goals and purposes of the pilot program, which gave the impression that participation was mandatory.

3. Narrow range of participants: Because, under the arrangements with the Colorado Springs administration, we were unable to open the program to teachers in nearby districts, it was difficult to build a voluntary group of sufficient size. Thus, the recruitment of participants resulted in a mandatory rather than a voluntary group. The subsequent attitude of the participants reflected their feeling of coercion and their awareness that their administrators themselves had mixed feelings about both the necessity and the advisability of such a program.

4. Lack of sufficient advance communication: The first direct contact between the participants and the Project Staff was at the initial meeting of the pilot course. Had an orientation session with the Project Staff taken place before participants were accepted, the confusion mentioned in 2, above, probably would not have occurred.

PARTICIPATION

Positive factors

1. The size of the group (13) was satisfactory, since it was large enough to present a variety of opinions on each matter discussed and to keep the discussion going; yet it was small enough to retain an atmosphere of a congenial meeting of friends.
2. Most participants attended all meetings. Only three were absent for a total of more than three times. Only one participant failed to hand in all assignments before the end of the pilot course.
3. At least half the group appeared to react positively and interestedly to each session and to the program as a whole. These participants also expressed a desire for further training in the course subject matter. None considered the training to be negative.
4. There was a clearly perceptible improvement in the frequency and quality of participation by most participants, coupled with a general improvement in the quality of preparation of assignments.
5. The relative ease or difficulty with which the assignments were prepared provided a clear guide to necessary revisions in the materials.

Negative factors

1. Active participation in the early meetings was discouraged by the involuntary aspect of the recruitment of participants, mentioned above. We were unable to rectify this impression in some of the participants, although most of them became aware of the profitable nature of what was being done and revised their attitudes.
2. Certain aspects of the makeup of the group created difficulties which might have been avoided if an application were required of potential participants:
   a. Few of the participants taught Spanish exclusively; in fact, most of them taught Spanish for less than half their teaching time.
   b. None of the participants had a Spanish major in his college training.
   c. One participant was a native speaker of Spanish.
   d. Some of the participants had been to an NDEA Institute and,

therefore, found our materials repetitive.

Thus, these specialized materials for Spanish were being directed at once to persons without a specialization in Spanish, causing serious embarrassment to those whose Spanish fluency was inadequate to understand the examples, and to a native speaker and NDEA institute trainees to whom the language and the content were familiar. In this way, much that could have been gained by a more homogeneous grouping was lost and the success of many discussions was limited.

MATERIALS

Positive factors

1. The Study Guide was deemed to have covered the major points of interest of the group and was accepted as a stimulating tool.
2. Three of the four collateral reading textbooks were considered helpful and informative.
3. The reference shelf was found to be helpful, also; but, because of the already considerable amount of time required of the participants, few were able to make as much use of it as they might have.
4. The two film series were well-received. The Capretz-Yale films were thought to be the more useful because of their concentration on the practical application of the audio-lingual approach in the classroom. The MLA-Teaching Film Custodians' series were enjoyed, but were considered to be excessively repetitive and theoretical.

Negative factors

1. The only general criticism of the Study Guide was that some of the questions accompanying each assignment were repetitive. (These were, for the most part, weeded out during the final revision of the materials.)
2. The films, presented as part of the sessions, required a disproportionately large amount of meeting time. The Capretz-Yale films, however, shown in addition to meeting time, were better received.
3. The Méras book, as collateral reader, was considered to be useful,

at best, as a list of addresses for the acquisition of materials; otherwise, it seemed to add little to what could be obtained from the Study Guide and the other collateral texts.

DISCUSSION METHOD

Positive factors

1. The variety of the backgrounds of the participants insured that those answers to the assignments attained by the group discussion process were more extensively based and more seriously considered than were those achieved by single individuals.

2. The group, on several occasions, expressed its collective satisfaction with working through the assignments together. They thought that this procedure minimized the danger of incorrect answers because of misunderstandings and false impressions, and that it gave the group the opportunity to hear each participant's views and experiences, before reaching any conclusions.

3. Attaining a consensus of opinion frequently enabled the group to convince itself of the validity of the approaches presented in the Study Guide. Coming from a colleague, this support was readily accepted and, in effect, the entire process of "teaching" the approach was enhanced and intensified.

4. In preparing an assignment together, the group quickly discovered that the degree of ignorance about the fundamentals of the audio-lingual approach was approximately equal among most of the participants. This created a kind of "we're all in the same boat" feeling and minimized the discomfort and discouragement that some of the participants experienced in preparing the materials individually. The effects of the group experience in comparison with the individual preparation were so noticeable that the Discussion Leader wrote to the Project Staff:

   Sample comments:
   (1) a feeling of learning through doing
   (2) more fun
   (3) less boring
   (4) a sense of real accomplishment.

   All of which seems to point out that the group discussion technique is effective and the Discussion Leader as teacher is superfluous.

Negative factors

1. The largest, single, negative factor was associated with those sessions which required individual preparation. The participants had little feeling of interaction among themselves. They thought that they had been asked to absorb too much new material and to demonstrate in their answers a proficient fluency with it, without having had a chance to discuss it. Thus, the early meetings usually found the group directing its comments and questions to the Discussion Leader as a teacher, instead of directing them to one another or to the group at large. The group continued to view the Discussion Leader as a leader/teacher rather than as a stimulator/activator, as desired. Until the group preparation was established as a regular pattern, the group continued to look to the Discussion Leader for "right answers" and for approval, after having made a contribution to the discussion. Their orientation remained one of wanting to be told, rather than one of trying to find out.

2. The group needed the opportunity to set up and discuss their own goals, and to contribute to the experimental design and conclusions. The opportunity provided by the orientation session was insufficient for this purpose and, without it, little commitment to or feeling of responsibility for the success of the experiment or of the group can be expected. Because of this, individuals within the group often failed to take the responsibility for equalizing participation: drawing in the taciturn and curbing the overly vocal. The group remained insensitive to individual problems and failed on many occasions to see how they might help the less forward members to become effective contributors.

TESTING

Positive factors

1. The testing program provided both the Project Staff and the participants with a comparison, however general, of progress made by the group in specific areas with that of similar groups in other kinds of programs. The advantage of a direct comparison of this sort, on the basis of scientifically designed test items, made it possible to reach the conclusions presented below, concerning the effectiveness of our program.

2. The use of the MLA tests obviated the necessity of giving a final

examination (which otherwise would have been required for credit in the University of Colorado and for some indication of what had been learned). The advantage thus gained was more significant than it might appear, since the group was "test-shy" and was inclined to think that every test would show them off at their worst and have later repercussions in their districts.

3. For many of the participants, the discovery was welcome that such national tests existed for both teachers and students.
4. After the program was ended, many participants felt, in retrospect, that the tests were extremely helpful in pointing out weaknesses in their preparation.
5. Most participants found that the sample test included in the Study Guide was an excellent preparation for the MLA series; others found the sample test to be a helpful, midpoint, evaluative device. A number of participants suggested that it be used as a final examination, in place of the MLA tests.

Negative factors

1. Some participants were discouraged by the initial administration of the MLA tests and felt that they were "expected to do well." Convinced that, if they did poorly on the MLA tests, they would be unequal to the demands of the pilot course, they appeared to give up before they started and some never did quite recover.
2. Some of the "shock" of the initial testing program was caused by the fact that the entire test battery is far broader than are the purposes of the program. Therefore, entire sections, such as written Spanish, culture and civilization, and others, were misleading.
3. The time consumed in administering the MLA tests is disproportionate to the scope of the course schedule.
4. The cost of the entire MLA battery, in view of the need for only certain portions of it, is certainly prohibitive to the smaller districts which might make use of the course in the future.

In brief, the feelings of the group toward the testing program can be summarized by the following excerpt from a note to the Staff from the Discussion Leader:

> After the testing session, I might as well not have tried to do anything with discussion on the film--the atmosphere was

leaden and no one said anything. I suppose the boat had been rocked a bit too violently, and they were taking their resentment out on me.

COURSE AS ORIGINALLY PROJECTED

The course was originally projected to provide either instruction or practice in language proficiency (oral); techniques of the audio-lingual approach; structural and descriptive linguistics; aspects of the cultures of the Spanish-speaking peoples; use and preparation of laboratory tapes, films, and other audio-visual aids: in other words, a general survey of the materials covered in depth in the NDEA Summer Institute program. As the materials were being prepared, it became evident that the time requisite for the participants to absorb the materials covering this broad field would be beyond all reasonable demand and would prove detrimental to the attitude and progress of the group.

Course accomplishments

1. Participants were given a course in applied linguistics which, in general, covered the points normally brought out in the Institute program, although perhaps not to the same depth.
2. Audio-visual and language laboratory materials were discussed in the Study Guide and in the meetings, and were demonstrated and available for inspection as part of the reference shelf.
3. Structural and descriptive linguistics were introduced in both the Study Guide and the collateral readings. Consideration of these topics was restricted to a discussion and demonstration of techniques useful to the language teacher and an attempt to demonstrate how helpful to the language teacher are the results of inquiries in these sciences.
4. A new dimension was added to our experimentation, through depth studies in discussion methods and various group-leadership techniques.
5. An evaluation of these discussion techniques was formulated, in order to recommend the most successful for use in future administrations of the course.
6. The material presented was reinforced by showing both the MLA-Teaching Film Custodians' and Yale-Capretz film series at

appropriate points during the program. The H. L. Smith, Jr., thirteen-reel series was judged to be too specialized in the area of general linguistics and too long to fit comfortably and productively within the program.

7. An opportunity was provided for participants to listen to and practice with tapes commercially prepared for use in oral drill, although a primary focus of this activity was not made.

Aspects discarded

1. Because the group was constituted as an independent-study body, the idea of an "instructor" was contrary to its basic nature. Thus, a program to upgrade the participants' oral fluency in Spanish was impossible. The dangers of habituating incorrect reproductions of tape models and similar hazards were too great to require participants to imitate tape models and then be tested, without ever having been able to have their work analyzed and corrected, or without benefit of prior discrimination training. Therefore, instead of making such activity a central one to our program, we provided taped practice materials sufficient for at least two hours per week of intensive drill in Spanish pronunciation and diction, but did not use the results of this activity as a criterion for grading at the end of the course. Even so, the already heavy demand upon the participants' time made the oral drill an unpleasant duty and this attitude, in turn, reduced learning efficiency in the activity and not so much was gained from it as might otherwise have been expected.

2. The majority of secondary-school Spanish teachers do not now, and probably will not for some time in the future, teach courses beyond the intermediate level. For this reason, although an appreciation of the culture of the language being studied is an important feature of language teaching, and although cultural insights on the part of the teacher frequently lead to more effective language teaching, it seemed impossible to devote more than one chapter of the Study Guide (and associated collateral readings) to this problem within the scope of the course as projected. Again, we adhered to a policy of centering the course around applied linguistics and the audio-lingual approach, mentioning such related subjects as culture and civilization in the context of their position in the audio-lingual approach to language teaching. Because, as mentioned above, this proportion seemed to represent the teaching activities of most of the participants (actual and potential), we felt that it was justified.

BUDGET AND PERSONNEL

Not all budgetary needs can possibly be foreseen in such experimental work, and, as a result, some segments of the budget were insufficient to the needs of the Project and some represented an overgenerous allotment.

Insufficiencies

1. Clerical assistance. The amount allocated to the Correspondence-Study Office at the University of Colorado was hoped to be sufficient to meet the expenses of completing the clerical obligations. As the Project developed, it became clear that a full-time clerical assistant and editor were needed throughout the preparation of the Study Guide and at the end of the Project for the final revision of the Study Guide and the preparation of the Final Report.
2. Released time for participants. As is provided in the NDEA Summer Institute program, some type of compensation is necessary for participants. It appears obvious, now, that some arrangement for compensated, released time should be made for this type of in-service program. Whether this should be a subsidy, as is the case in the NDEA Summer Institutes, or should be a financial responsibility assumed by the sponsoring district, participants cannot be expected to devote the time and thought required for mastery of the material presented in the course and the extracurricular responsibilities inevitably entailed, in addition to full-time teaching.

Overbudgeting

1. The testing program, in view of our comments under TESTING, above, and in the following section of the Report, was overbudgeted. We feel now, as explained in more detail below, that the only sections of the MLA tests representative of the materials covered in depth are those concerning applied linguistics, professional preparation, and spoken Spanish. Even this last, in view of our comments under COURSE AS ORIGINALLY PROJECTED, above, might be considered optional. In groups of twelve or more participants, the savings effected by this reduction in testing would be considerable.
2. Because we did not show the H. L. Smith, Jr., linguistics films, all the rental and projection fees allotted for films were not expended for that purpose.

Fortunately, the balance was almost exact, between funds saved from overbudgeted segments of the Project and funds required to make up deficits in other segments, and the Project was completed within the specified budget.

EFFECTS OF COURSE

Positive factors

1. The participants considered the material presented both interesting and useful. The testing results gave evidence that most participants learned much.
2. Members of both the Colorado Springs administration and the Project Staff observed many instances of immediate revisions in the participants' classroom techniques effected by application of principles learned in the course.
3. A significant improvement was shown in the comparison of pretest and post-test data of the MLA tests.
4. The materials package produced through the Project is potentially useful throughout the nation.
5. The materials, in first draft, were presented to the Foreign Language Supervisors' Conference in Washington, D. C., in the spring of 1963, where they were well-received. Subsequently, requests for the materials have been received from all parts of the country.
6. The course itself awakened, in the participants and the general public, new interest in larger training programs, such as the NDEA Institutes and others.

Negative factors

1. Because the course was experimental in nature, time proportions, the extent of the testing program, course procedures, and other factors were altered several times throughout the experiment. Although the participants were intellectually aware of the experimental nature of the course and, consequently, of the need for these procedural changes, the changes themselves seemed, nevertheless, to create a "guinea pig" feeling and to undermine to some extent the participants' faith in the course as a project designed for their benefit, as opposed to one produced only for

experimental results.

2. **At the end of the experiment, most participants, however satisfied they were with the results, felt that the demands of the course were impossible to fulfill to their satisfaction, in addition to full-time teaching responsibilities.**

PREPARATION OF MATERIALS AND ADVANCE ORGANIZATION

(In this discussion, "Project Staff" refers to those persons in charge of administering the program.)

Advance organization

The Project Staff, after thorough discussion, should prepare a carefully formulated list of the goals of the program and enumerate them unmistakably. This will provide the basis for unequivocal discussion with district leaders, potential participants, etc. Such a procedure will most certainly eliminate the possibility of misunderstandings and will provide a ready reference for questions about setting up the program as they arise.

Plan of operation

A complete plan of operation, adapted to the needs of the specific group and location, in accordance with the principles suggested on pages 215ff of the Study Guide, should be worked out by the Project Staff and then presented by them to the district leaders, in an attempt to achieve complete accord. Participants should be given copies of the plan, or at least an abstract of it, so that, from the beginning, they may be fully apprised of the direction of the course and the expectations as to their progress.

Staff responsibilities

We found that the members of the Project Staff, in order to accomplish all that needed to be done, had to assume more responsibilities than those originally outlined. The Project Director was responsible for the testing program, general Project coordination, authorship of the Study Guide, evaluation of participants' progress, annotation of assignments, authorship of the Final Report, etc. The Communications Consultant was responsible for authorship of the group-study section of the Study Guide, acted as progress evaluator, general liaison between the Discussion Leader and the Project Director, etc. The same might be said for other members of the staff, all of whom accepted responsibilities beyond those originally specified. We recommend, then, that future staffs be clearly apprised of the specific responsibilities of each member, that pains be taken to insure sufficient staff (we were understaffed), that a schedule of deadlines be prepared when certain phases of preparation and carrying out of the program are to be completed, and that specific responsibility for meeting these deadlines be equitably

assigned, in advance, among the various staff members. We recommend the planning of a sufficient number of staff meetings to achieve the goals suggested in the three paragraphs above, well in advance of the inception date of the course.

Preparation of material

The Study Guide and all explanatory material should be in the participants' hands well in advance of the first group meeting. Since that first meeting tends to bring out questions not asked at a more general orientation meeting, especially if the first meeting is also the orientation meeting, it is advantageous for the participants to examine the course materials and to ask all pertinent questions before beginning the hard work of preparing the assignments.

Location

It is difficult to predict with whom the suggestion to present such a course will originate. Sometimes, district leaders or state consultants will suggest it. Sometimes, a group of interested teachers will request an in-service program. Sometimes, a University Extension Division will want to offer it. In any case, a steering committee (Project Staff) should be set up, first, to determine the advisability of establishing such a program as originally suggested. The Staff should first take into consideration the location. The Staff should make sure that the course itself not become constituted as the private property of a single school district or group. It should establish the idea that the course is being offered in a specific district, rather than that the district is offering a course for its personnel.

Staff or local responsibilities

It should be made clear that there be an equitable division of effort and responsibility between the Staff and the district officers in the preparation and undertaking of the course. The district should assume, first, the responsibility of providing a suitable location, including the facilities listed under SELECTION OF LOCATION, in Part II, above. This eliminates all possibility of resentment against the arbitrary selection of location by an "outside" committee. It should be the district's responsibility to distribute the general announcement about the course and, subsequently, the application blanks, all previously prepared by the Staff. There are three reasons for this allocation of responsibility. First, it implies the general support of the local administration. Second, it guarantees a wider distribution--especially

in outlying schools--than could be achieved economically through direct mail from the home institutions of the Staff. Finally, it stresses the "local" nature of the course as a program offered to teachers in a particular district for the betterment of themselves and the system in which they work. The district, for similar reasons, should assist with the screening of applicants so that the group may benefit from the inclusion of some teachers who, for one or another reason, might otherwise have been overlooked. Final decisions about selection of applicants must rest with the Staff, however, so that no charges of coercion on the part of the local administration will be possible. The district should also make efforts to provide released time for the participants in the program. Aside from the very practical advantage of allowing more time to be devoted to the preparation of the materials themselves, released time also indicates the local administration's firm belief in the importance of the course. We found, during the experimental administration of the course, that great resentments developed from the simple factor of intellectual exhaustion, since the participants had already taught a full day and, in many cases, had taken care of family commitments before returning to school in the evening for a session of the course. Often, they were unable to do their best in the course and, being aware of that fact, were quick to feel discouraged and, then, resentful of the imposition on their time.

ADMINISTRATION OF PILOT COURSE

Orientation meeting

A full-day orientation meeting before the course begins would be of inestimable value in getting the program off on the right foot. This might be accomplished on a Saturday and, if possible, might even include an informal luncheon paid for by the local administration. No matter how well-written the announcement and application blanks may be, there will be many unanswered questions. Also, a significant percentage of the group will still not be completely clear about the objectives of the course and how these are to be achieved, even though they have filled out an application and have been accepted as participants. Therefore, implicit in this orientation session should be the idea that, if anyone has second thoughts about the program, now is the time to withdraw, without any prejudice whatsoever. The orientation meeting should be conducted as an open forum, with the Staff and members of the local administration present to answer questions and to explain the program.

Again, it is impossible to exaggerate the importance of establishing the following concepts at the outset:

1. Why the course is being offered and what the district and course Staff expect to accomplish.
2. The role of the participant in the program and what is expected of him.
3. The course is a meeting of colleagues and, hopefully, friends, interested in the same goals for the purpose of mutual improvement and of the betterment of the entire profession.
4. How participants can help one another and how they can make the course more meaningful by sharing their experiences.
5. The whole, proven concept of group discussion as an effective--perhaps even most effective--learning method.
6. Implicit problems of group leadership in general and of shared leadership in particular.
7. The specific kind of group-discussion technique to be used (cf. The Modern Teaching of Spanish, pages 215-218).
8. Course mechanics, especially the question of evaluation. It must be made clear how the assignments are to be evaluated and how final grades, if any, are to be assigned. The issue of grading cannot be avoided in cases in which credit is granted to participants by a university or other institution. The evaluator should assign number or letter grades on the basis of points earned. In group preparation of assignments, the individual's course grade must be based either on a final examination or, and this is more truly representative of progress, upon the degree of improvement demonstrated in a comparison of the pretesting with the post-testing program (cf. Testing procedure, below). Grades, however, are not a necessary part of the program itself and, often, a freer atmosphere will exist if grades are not involved. When the course is offered for credit, however, grades are required and must be given. The question having been decided earlier in consultation between the district administration and the Staff, the participants should be told frankly who will look at the results of the course and for what purpose. The participants in the experimental course were unsure of the possible effect that a poor performance might have on such matters as tenure, merit increases, teacher-administrator relations, and the like. Although

the assignment of grades is optional, depending upon the credit to be received by participants, some "proof" of the satisfactory completion of the course should be automatically provided. Our recommendation is that, regardless of whether or not grades are given, a certificate of participation should be issued to each participant. Should the participant require a transcript of his credit, he should request such a credential from the university which sponsored the specific program in which he participated.

Testing procedure

It became clear, as we mentioned above, that certain areas represented in the MLA Proficiency Tests did not correspond to areas of control set up as objectives of the course. Therefore, we recommend administering only the following sections of the MLA tests as a part of the course:

1. Professional preparation
2. Applied linguistics
3. Speaking Spanish.

The third category, for that matter, might well be considered optional, since the materials provided for oral drill are de-emphasized so as to avoid crowding too closely the aspects of applied linguistics and professional preparation.

The length of time required to administer the entire battery of MLA tests is simply not available in the program as recommended in this report. Under ideal testing conditions (as reflected in the Final Report to the U. S. Office of Education from the Summer Institute at the University of Colorado, 1963), seven hours are required for the administration of the battery, with some intervals required for rest. It can easily be seen, then, that perhaps four, entire, two-hour sessions would be required for testing alone, a block of time which we feel is not justifiable in the one-semester format for the course as we have described it.

From the point of view of participants' attitudes, the extensive testing program (all phases of the MLA series) given at the beginning of the Pilot course served to discourage the participants by demonstrating "how little they knew" and by creating a "guinea pig" atmosphere in which existed a psychological fear that local administrators might see the results of these tests and that a poor showing might result in some kind of "review" of the files. No amount of persuasion

about the "purely experimental and confidential" nature of the testing program served to alleviate the mistrust.

Use of films

The place of the film in the Pilot course was subject to constant review. We feel that the real purpose of the film in a course of this type is twofold: to clarify in a graphic fashion some of the "ground" principles of the course material and to demonstrate some of these principles in action. To this end, two sets of films were chosen: first, the MLA-Teaching Film Custodians' 5-reel series and, second, the Capretz-Yale Spanish demonstration class films. The first series were shown at the beginning of the program, with corresponding discussion questions in the Study Guide. This was a valuable procedure because the films presented ideas which were immediately reinforced in the Study Guide and in discussion, thus providing a common ground for understanding from the outset. Criticism of the films centered about their "elementary" approach, but most participants agreed that the level was appropriate to the purpose and to their own point of achievement. The Capretz-Yale films were shown at the conclusion of the Project in order to demonstrate the application of the techniques and theories we discussed in the actual classroom situation. The effect was excellent, in that all the "parts" of the course seemed to fall together in this symbolization. The question remains, however, if the effect might not have been greater had the films been shown approximately three-fourths of the way through the course, when time would still have been available for discussion of points brought out in the films.

The showing of the Capretz-Yale films was opened to the entire district as a gesture of the district-wide intentions of the Project. This appeared to have left an excellent feeling of goodwill and we recommend this procedure in future administrations of the course.

We would discourage the use of the Smith 13-reel series because of the length of time required, although the district might be encouraged to show them after the course was completed, assuming that enough interest in linguistics had been generated by the course itself. We strongly recommend the showing of one or two of the dialogue films to accompany Modern Spanish, since the technique of filmed dialogues is relatively new in the secondary field. The cultural authenticity of the dialogues, a major feature of the scientifically planned, audio-lingual dialogue, is also demonstrated in this way. Again, the value of the film will be enhanced by a discussion period after it. For this purpose,

an extra two-hour session should be inserted in the course schedule. Other films (including the Cadoux series) might best be shown as supplements, rather than taking course time.

Group organization

1. Leadership

There are three possibilities with regard to the type of leadership that an independent, group-study program might employ:

a. Shared leadership

This is most feasible in smaller groups (approximately eleven participants or fewer) and has the advantage of making everyone responsible for the group's progress, rather than setting one individual apart and assigning the responsibility to him. Thus, each participant gains a feeling of personal commitment to the group, rather than simply writing up some assignments and contributing perfunctorily to discussions. The very absence of an "authority" figure is interpreted among mature groups as a testimony of faith in their ability to work productively together. The principal disadvantage is the requirement that, for optimum efficiency, each participant must be fully aware of what is expected of him at every step. Such a clarification can be only partially successful if limited to printed instructions, no matter how detailed and exact, either in the Study Guide or on a separate flyer. A question-and-answer session is apparently an absolute prerequisite. This is perhaps best accomplished at the orientation meeting in which discussion may be anticipated by a printed discussion outline some seven-to-ten days before the meeting. Then, a brief "demonstration session" might be held, in which Staff members and participants would show how discussion is motivated, stimulated, and brought to a fruitful conclusion.

b. Shared leadership with a revolving moderator

Again, because no "outside" authority figure is established as moderator, the group benefits from the principle of type a, above, yet differs from it in the sense that a single individual (a different person at each session, either elected by the group or chosen on the basis of a preestablished order) assumes the principal responsibility for guidance and "gate-keeping." The clear advantage is the gain in efficiency and economy of operation, getting the job done in less time.

Groups of twelve or more will find it almost mandatory to have a moderator, simply to insure that everyone who wishes have a chance to contribute, and to curb the overly vocal while drawing out the reticent. It must be noted, too, that the revolving nature of the moderatorship means that almost everyone will be "on the spot" at least once and will reflect the experience in his own, improved participation, thereafter.

c. Permanent leader

Although we experimented with types a and b, the experimental nature of the Pilot course made it necessary for us to rely for at least 75% of the time on the presence of a permanent discussion leader, essentially for the purpose of reporting back to the Staff concerning the understandability of the material, reactions of the group, particular points of confusion or difficulty in the preparation of assignments, and the like. On the basis of the Pilot course, however, we recommend that this permanent-leader type be considered third and least preferable among the forms discussed here.

If a group selects this third alternative, however, it would be advisable to insure that the leader's qualifications rest more on his experience with and skill in effective discussion-leading than on substantive superiority. The "image" of the permanent discussion leader is of great importance. If his appointment has been made because he is more knowledgeable or has more experience in the areas being taught, it will be difficult--if not impossible--for him to rid himself of the "teacher" role and to help the group become self-sufficient enough to evolve its own answers as recommended above.

2. Recorder

The Pilot course proved the usefulness of the recorder. Electing one member of the group to note the principal points of the day's session freed the other participants to devote their entire attention to the discussion. Allowing a ten-minute period at the end of the session gives the group an opportunity to hear a résumé of the discussion and to amend it in any way it sees fit. This procedure ensures that the recorder's notes represent group consensus, rather than merely one person's version. We strongly recommend the continuation of this practice in future administrations of the course. It would be wise for the group to decide on a schedule of recording duties at the first session, so that no question might

arise as to whose responsibility it is to record the events on a given day. Another method of providing a record of the proceedings has been suggested by two participants: tape-record the entire session. The advantage of a complete record of the transpirings appears to us to be outweighed by the cumbersome necessity of extracting the essence from it and by the time required to hear over again the entire two-hour session. Despite a possible pedagogical value inherent in rehearing the session, most teachers simply do not have the time to double the hour requirement involved in this program. Moreover, the mere presence of the recording machine might influence or inhibit the discussion.

Once the recorder has read the notes aloud and revised them as instructed by the group, he should have them typed and reproduced either (a) at his own institution, (b) at the offices of the administering institution--as in the case of a University Extension Division, or (c) at the offices of the supervising instructor. These reproductions should then be distributed to the other participants at the earliest possible moment. If possible, arrangements should be made to get these notes to the participants by mail as far in advance of the following session as possible. In addition to providing each participant with a realistic abstract of proceedings, these notes serve as a valuable reaffirmation of the group's accomplishments up to that time and an excellent starting point for the following session.

In the case of the group preparation of assignments, which we heartily recommend (cf. Part I, PILOT COURSE BEGINS, Class procedures), the recorder notes the answers, rechecks the text at the end of the session, and types and duplicates them as suggested above. The annotated version, returned to the recorder by the supervising instructor, should be made available to the participants for inclusion in their notes and to serve as a further stimulus for the discussion at the following meeting.

3. Secretary

It is of great importance that an individual be elected or appointed to serve as permanent liaison between the Project Staff and the participants. The Pilot Project made use of the permanent Discussion Leader for this purpose. Where shared leadership is used, a liaison officer (called here "secretary") is needed: to forward materials to the instructor; to receive materials from the instructor and the administering institution; and to coordinate, with the Staff, details of meeting place, reference shelf, etc.

The importance of this function is intensified even more by the use of the MLA Proficiency Tests, the administration of which would be a part of the secretary's role.

Staff requirements

Inherent in the design of the materials prepared for the course is the possibility that it may be operated without any direct connection with a supervising or administering institution. It is not likely, however, that such independent operation will be elected, in most instances. The desirability of college credit, annotated assignments, resumptive examinations, and the like is apparently strong enough to justify the belief that, in most cases, the course will be administered through a University Extension Division or some analogous body. The following remarks and recommendations for Staff are based upon that belief.

1. Extension officer. An appropriate officer of the Extension Division should be a member of the Project Staff. His duties include coordination with local district authorities, decisions and operations relating to registration for college credit, necessary authorizations for Staff travel, duplicating and secretarial services, setting up reference materials in nearby Extension Centers, and the like. In the case of the Pilot Project, the Director of Correspondence Study in the Extension Division at the University of Colorado served in this capacity. We recommend that an officer of comparable stature be included in future Staffs.

2. Instructor. A qualified instructor in language-teaching methodology and applied linguistics should be engaged to annotate the assignments. It is urgent that the instructor be more than simply a teacher of Spanish and that his acquaintance with language-teaching methodology be more than casual. His qualifications should include at least one advanced degree with concentration on linguistics or language teaching, research in the field as evidenced through publication, and some experience in working with secondary-school teachers of Spanish, perhaps in an NDEA Summer Institute.

3. Communications specialist. The success of the course depends largely upon the effective organization of the group for optimum use of the discussion technique as a learning device. A person trained in speech and communication theory should be a member of the Staff. The function of the communications specialist would be to assist the group in deciding upon and setting up the pattern

for the specific discussion technique to be used; to aid in the administration of MLA Proficiency Tests, if desired; and to offer periodic advice and recommend procedures to the group throughout the course. The communications specialist should conduct the orientation meeting and should arrange to appear, unannounced, at one or more meetings to observe, firsthand, group activities and progress.

4. A stenographic assistant, preferably located in the offices of the sponsoring or administrating body. The assistant would aid the Extension officer, instructor, and communications specialist, by typing, duplicating, and distributing teaching materials; by ordering tests, sample texts, textbooks; and by corresponding with participants, local districts, etc.

5. State Foreign Language Supervisor. Provisions should also be made for preliminary consultation with the State Foreign Language Supervisor or Consultant whose assistance may well be invaluable for those course programs utilizing liaison between a local district and a University Extension Division.

It is understood, of course, that the Staff mentioned in this section would be available for consultation at any time, via telephone or letter, and, by appointment, for a personal visit, if requested by the group.

Timing and scheduling

Every effort should be made to insure that the meetings required to complete the course fall within the period of one school semester, taking into careful account, not only school holidays, but also periods of especially heavy demands upon the teacher participants. The figure of two hours per meeting should not be exceeded. A five- or ten-minute break between the two-hour segments is to be encouraged, as the attention span of the participants may be strained by a two-hour period of unbroken concentration.

BUDGET

Salaries

Budgetary insufficiencies were noted insofar as the work of the 1962-63 experimental Project Staff was concerned. For future administrations of this course, as prepared, however, salaries must be

computed on another basis.

1. Instructor. The instructor should be paid the equivalent of the salary for a three-hour classroom course, for annotating the assignments and "administering" the course.
2. Extension officer. The extension officer, where possible, should also be compensated in a similar fashion.
3. Communications specialist. The communications specialist should receive hourly compensation, based upon his academic salary, or should be paid the equivalent of the salary for a three-hour classroom course.
4. Group discussion leader. The group discussion leader, if this discussion method is chosen, should receive no remuneration, unless a report, final or periodic, is required by the Project administration for one or another experimental purpose. In such cases, $600 should be allotted for the purpose.
5. Participants. We heartily recommend that the already overloaded teacher be allowed released time for participating in this in-service program. We propose that: (a) the district should pay for this released time, or (b) if the district is unable to pay, the course budget should provide for paying to the district the additional costs of such released time.

Teaching materials

1. Reference shelf. Allocations for the reference shelf and other teaching materials would vary with the specific course. The reference shelf is of considerable importance and should be planned for in the budget. In some cases, the materials can be borrowed from nearby university libraries. This problem is easily solved if the course is administered by a University Extension Division through whose centers library materials may be acquired and distributed.
2. Tapes. Since the improvement of the participants' linguistic abilities in Spanish was discarded as a central purpose of the Pilot course, the decision was made to use commercially prepared tapes, which we dubbed, for oral practice. By far the most significant function that the tape can perform in the course, from the point of view of applied linguistics and methodology, is to provide demonstrations of the techniques and materials suggested in the Study Guide, rather than as a teaching tool in itself.

To a certain extent, this demonstration need was filled by the film program. Samples of the dialogue films from Modern Spanish were also helpful in this sense. Still, tapes illustrating prototypes of phonetic and syntactic drills of the type and in the order discussed in the Study Guide aid the participant immeasurably in following and understanding the corresponding discussion. Funds should be set aside for the preparation of such tapes, a task usually accomplished by enlisting the cooperation of experienced college teachers of Spanish in taping their actual class sessions when such drills are planned.

MATERIALS AND TEXTBOOKS

From the viewpoint of our evaluative remarks (cf. Part II, PARTICIPATION), the choice of collateral textbooks was wise. Modern Spanish (as would any other scientifically designed audio-lingual textbook) served to illustrate the practical application of the ideas discussed in the course. The books by Hall, and Politzer and Staubach were also useful in providing a background in depth concerning the contributions of linguistic science to the teaching of modern foreign languages, especially Spanish. We, therefore, recommend that these textbooks be used again, as collateral reading in the course. The Méras book, however, was considered to have added little to the information available in the other collateral textbooks and the Study Guide. In view of the uniformly negative response to Méras by the participants in the Pilot course, we recommend that it be dropped as a collateral textbook and not replaced.

OE - 2 - 14 - 035 REFERENCE SHELF APPENDIX I
RECOMMENDATION LETTER

University of Colorado
Boulder, Colorado

Extension Division September 10, 1962

Dear Colleague:

As a part of a course in applied linguistics for high-school Spanish language teaching being developed for the U. S. Office of Education, I am preparing a "minimum" list of essential books and article reprints to form part of the basic reference library for teachers in secondary schools with an audio-lingual foreign language program.

I should greatly appreciate your help by indicating below those materials which you consider of exceptional value for this purpose and returning this sheet to me.

Thank you very much.

Sincerely,

David M. Feldman,
Project Director

Recommendations:

I. Theoretical foundations (general linguistics, etc.)

II. Applied linguistics

III. Methodology (classroom and laboratory techniques)

IV. Spanish structure

APPENDIX II SAMPLE OF RECORDER'S NOTES OE - 2 - 14 - 035

Introductory Remarks:

In the following assignment, participants were asked to choose a traditional textbook currently in use somewhere in their district. Using techniques and principles discussed in Assignments I through IX, they were to adapt a unit from the chosen textbook for use in the audio-lingual approach. After having been cautioned that it is always preferable to use scientifically designed materials than to risk error and imperfection in self-adapted materials, the participants were permitted to prepare the assignment.

The practical value of the exercise is threefold:

1. The participants became aware of both the very carefully planned inner structures of, and the difficulties inherent in, the preparation of such materials.
2. They learned to work together as a "departmental" team to pool resources (native speakers, teachers with superior control of structure, etc.) for the betterment of instruction.
3. They became aware, as never before, of the superiority of materials professionally prepared for audio-lingual approaches.

Recorder's Notes: Spanish 495-2

March 18, 1963

Roll was taken and Miss Jolly distributed Minimal pair cards and the recorder's notes for the February 11 and March 11 sessions. It was announced that at our next meeting we should read Assignment X. The group adapted a chapter from a traditional textbook for audio-lingual use, the outline of which follows.

Assignment IX. Adapting a traditional textbook. El Camino Real I (third edition). Chapter XIX, pp. 292-303.

Content of chapter:

(1) verbs: traer, caer, oír, seguir (present tense); (2) comparison of regular and irregular adjectives

(3) expressions used in comparisons

(4) expressions with tener

(5) important vocabulary items:
lotería, número, pedazo, por, premio, seguir, afortunado, billete, botella, buscar, camión, contar, decidir, escoger, ganar, gordo, hallar.

Dialogue I:

Alfredo: Ya escogí mi billete de lotería. Es el número 23.072.

Pancho: Un número tan feo como el 23.072 nunca puede ganar el premio gordo. Tenemos que buscar el número 9077 que ví en mi sueño. Decidí que es el mejor número de la lotería.

Alfredo: Tienes razón. Ese es más bonito que mi número. Sin duda es muy difícil hallar ese número y no tengo tanto dinero como tú.

Pancho: Si quíeres comprar unos pedazos de ese billete, yo te doy la mitad del premio que vamos a ganar.

Alfredo: Ya caigo. No tienes bastante dinero. Pero tengo mucha hambre y sed. Vamos a comprar unos tacos y botellas de Naranja Crush.

Pancho: Y entonces seguimos hasta el mercado por camión porque tengo frío.

Alfredo: Oye, Pancho. Aquí está un vendedor con el número 9077.

Pancho: Al contar mi dinero, hallo que sólo me quedan cuarenta centavos, y por eso no podemos comprar ni siquiera un pedazo.

Alfredo: Tal vez el número 9077 es el número más afortunado. Tal vez el billete que traigo es más afortunado. Vamos a ver.

STRUCTURAL PATTERNS FOR DIALOGUE I

A. Based on traer, caer, oír, seguir

1. el billete que yo traigo
ella ....
tú .....
nosotros
ellos
ustedes
él
mis amigos

2. yo caigo
   Alfredo ....
   tú .....
   Pancho y yo
   ellos
   nosotros
   Pancho y Alfredo
   usted

3. Pancho te oye
   yo .....
   María
   tú
   Pancho y yo
   ellos
   María y Pancho
   usted

4. Entonces (nosotros) seguimos por camión.
   Alfredo y yo
   los chicos
   usted
   Pancho
   yo
   Alfredo y Pancho
   ustedes

B. Comparison of adjectives

1. Pablo es)
   Pablo es más).....afortunado
   Pablo es el más)

   Pablo es)
   Pablo es más).....rico
   Pablo es el más)

   Pablo es)
   Pablo es más).....gordo
   Pablo es el más)

2. Su casa es
   Su casa es más _____ grande
   Su casa es la más
   Su casa es
   Su casa es más _____ pequeña
   Su casa es la más

	Su casa es Su casa es más Su casa es la más	_____	bonita
	Su casa es Su casa es más Su casa es la más	_____	fea
	Su casa es Su casa es más Su casa es la más	_____	nueva

3.

Es estudiante	es afortunado es más afortunado es el más afortunado	
Los estudiantes	son afortunados son más afortunados son los más afortunados	

4.

Eres	más rico más afortunado más gordo	que yo
Pablo es	más afortunado más rico más gordo	que yo
Pancho y Alfredo son	más ricos más afortunados más gordos	que yo

5.

Un número tan	feo bonito afortunado grande pequeño	_____	como el tuyo
una casa una ciudad una botería una botella una familia		___	tan grande como la tuya

6.

No tengo _____	tanto dinero tanto tiempo tanta suerte tanta familia	_____	como tú
No tengo _____	tantos billetes tantos pedazos tantas camisas tantas botellas	_____	como tú

7.		el número	
	Tengo	el pedazo	más afortunado de la lotería
		el billete	
		los números	
	Tengo	los pedazos	más afortunados de la lotería
		los billetes	

Dialogue II (Expressions with tener):

María: Carmen, vamos al centro. Tengo que comprar un regalito.

Carmen: Bueno. ¿Para quién vas a comprar el regalito?

María: Pues, hoy es el cumpleaños de mi hermano. El tiene sólo ocho años.

Carmen: Tengo mucho calor.

María: Bueno. Tengo sed. Vamos a tomar un refresco antes de visitar las tiendas.

Carmen: También tengo sed y hambre. ¿Porque no tenemos unos tacos?

María: ¡Cómo no! Pero ten cuidado o vas a tener dolor de estómago.

Carmen: Tienes razón. ¡Ay, qué buenos están!

María: ¿Quieres una paleta, María? Gracias. ¿Sabes que ahora tengo frío?

Carmen: Yo también, pero tenemos que ir al centro para comprar el regalito.

María: Pronto va a ser hora de dormir la siesta. Tengo mucho sueño. Vamos a tener prisa.

STRUCTURAL PATTERNS FOR DIALOGUE II

1.	tú tienes	razón
	él	
	Carmen	
	yo	
	las muchachas	
	Nosotros	
	ellas	
	ella	

2. tengo mucho sed
   hambre
   frío
   sueño
   calor
   cuidado
   prisa
   gusto

3. Carmen tiene dolor de estómago.
   dientes.
   cabeza.
   pies.

4. El hermano tiene ocho años.
   Yo
   tú
   Nosotros
   María y yo
   ellos
   ustedes
   ella

5. Tenemos que buscar un regalito.
   María
   Ellos
   Yo
   Tú
   Ustedes
   María y yo

On September 24, 1962, the University of Colorado News Service prepared and distributed a press release, the text of which follows:

BOULDER, COLO. --- Thanks to a pilot project just beginning at the University of Colorado, high school foreign language teachers may get training in their own communities to increase their speaking and teaching proficiency.

The U. S. Office of Education has made an $8,874 grant to CU for experimental preparation of study material and techniques for foreign language teacher reeducation without on-campus work.

By means of a combination of local group study and individual laboratory and correspondence work, known as "in-service training," teachers will be able to improve their speaking fluency and learn the newer methods of teaching languages.

Dr. David M. Feldman, new assistant professor of Spanish at CU, is director of the modern foreign language project. He is developing a study guide and related tape recordings for the in-service training, and will provide periodic expert guidance for the trial group in the project.

According to Feldman, many high school language teachers are unacquainted with modern electronic teaching aids for language study, or need more training in the audio-lingual approach--learning a language by oral practice and usage, including tape recordings, for some time before referring to the written language. Also, many teachers are required to teach foreign languages with very little specific preparation.

Most teachers cannot return to school for additional training, Feldman said, because there is so much demand for secondary school language education they cannot be spared from actual teaching. The pilot project is intended to provide a way for training wherever the teacher lives.

Fourteen Colorado Springs (Colo.) Spanish teachers comprise the first group to try out the new study guide and group learning procedure. They have access to a modern language laboratory with recording and listening devices, and will use modern visual aids such as films. They will receive University credit for their work.

Miss Joanna Jolly, Colorado Springs teacher who attended a recent summer language institute at CU under National Defense Education Act auspices, will be leader of the group. Its meetings will begin in mid-October and conclude about May 1, compiling 30 "class" hours.

Working with Feldman on development of the project are Mrs Lois Badger, director of the CU Bureau of Correspondence Study; Miss Barbara Schindler, director of the CU Bureau of Speech Services and communications consultant who has prepared a handbook section on

group learning procedures; Dr. Dwight L. Bolinger, CU Spanish professor and project consultant, and Miss Dorothy Duhon, Colorado State Department of Education language supervisor.

Feldman has been a staff member for the 1961 and 1962 summer language institutes at CU. He received a bachelor's degree from the University of Southern California and advanced degrees from Cornell University. He taught at Cornell and Princeton Universities before joining the CU staff.

At several times during the term of the project, the Director also prepared a brief release, which was sent to various professional journals, and whose text follows:

At the University of Colorado a new course in applied linguistics is being developed to give in-service training to secondary-school teachers of Spanish. Sponsored by the U. S. Office of Education and directed by Dr. David M. Feldman, the course is being offered this semester to a pilot group of 14 Colorado Springs teachers who will meet for fifteen two-hour sessions, with discussions, films, and tape-recorded exercises. A Study Guide has been prepared by the Director, in collaboration with the University Extension Division, which the class will follow in its outside readings, written assignments, and exercises.

The course aims to accomplish three things which heretofore have been available only to those free to attend summer institutes or the even rarer all-year institutes: familiarize the participants with the findings of linguistic science, acquaint them with discussion techniques and the use of the Study Guide so that they in turn can lead other groups in their districts, and improve their own control of Spanish.

Because of the general distribution normally given to such releases, we have no way of reporting on how widely they were disseminated. The following announcements have, however, been brought to our attention.

1. The Modern Language Journal, XLVII (March, 1963), p. 133.
2. Hispania, XLVI (May, 1963), pp. 395-6.
3. The Boulder Camera, Tuesday, Sept. 25, 1962 (Boulder, Colo.).
4. PMLA, LXXVIII (March, 1963), p. xiv.

5. Ivory Basement News, No. 45, January, 1963, p. 6.

6. Daily News, October 13, 1962 (Lamar, Colorado).

7. Grand Junction Sentinel, October 24, 1963 (Grand Junction, Colo.).

PROFICIENCY TEST RESULTS

The evaluation of the results of the Modern Language Association Proficiency Tests for Teachers and Advanced Students as a mirror of participants' progress during the Pilot course is a difficult task, principally because only now a kind of national "standard" is emerging from the combined results of these tests since they were first given. Thus, the real significance consists in the relative amount of progress made by a given participant, based upon a comparison of his score on the pre-test with that on the post-test. For additional comparative accuracy, we have drawn a statistical parallel between the test results of our Pilot group and the means for the 1962 Summer Institutes in the same testing areas: Applied Linguistics and Professional Preparation.

In examining these scores, it must be remembered that an eight-week Summer Institute, such as the one held at the University of Colorado, provides some 72 hours of contact class work in Applied Linguistics and Professional Preparation, in addition to another 72 hours of courses in which principles and methods are demonstrated. Our Pilot Project demanded but 32 hours of participant time, at an hour which found them tired after a full teaching day. A further difference exists in the manner of selecting participants. While the Institutes have a selective procedure for choosing among applications, we accepted all the teachers in the district who wished to participate, regardless of their qualifications. This is, of course, one of the essential advantages of this approach, but it does affect the means extracted from combined test results and often slows down the class discussion.

In Table A, the results from the pretesting and post-testing are compared, to demonstrate the relative progress of individual participants in each area tested. Improvement was significant except in two cases, participants 1 and 7 in Applied Linguistics. The first of these participants was one who felt somewhat coerced into participating and made no particular effort to do well either on the tests or during the course. The second was confused by the material which, she said, was presented too fast for her to grasp. She mentioned at the post-test that, in the pretests, she was certain of the answers she "knew"; but that, in the post-tests, she was completely uncertain. Thus, in the period of the course's duration, only the first step in the learning process, doubt, was achieved.

In Table B, the means of the Pilot course are compared with those of the 1962 Summer Institutes. In Applied Linguistics, the national means began higher. Because the principles of linguistics were the

focus of only one-third of the assignments, the others being more in the area of methodology, in our course, as contrasted with heavy emphasis in the Institutes, however, the relative progress is encouraging. In the area of Professional Preparation, the Pilot group began at a higher point, possibly in part because of the large proportion of experienced teachers in the group.

Table C presents a summary of percentile advances made between the beginning and the end of the Pilot course. Here, in Applied Linguistics, the class median rose from 30-39% to 70-79%, even accounting for the two participants who fell in the post-testing. In Professional Preparation, the advance was less, perhaps in view of our remarks above, but the class median did jump from 60-69% to 70-79%.

Table D shows how many percentile ranks were advanced by individual participants.

Table E is significant because of what we have tentatively termed the "minimum standard" effect of the Project. Compared with National Institute means, half the Pilot group began in the lower 50% of the tested teachers in the nation. At the end of the Project, all participants rose to at least the upper 50% in Professional Preparation, and all but two, or almost 82%, rose to at least the upper half in Applied Linguistics.

TABLE A

Results of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students

PROFESSIONAL PREPARATION					APPLIED LINGUISTICS			
	pretests		post-tests		pretests		post-tests	
Partic-ipants	C. S. *	%-ile rank	C. S. *	%-ile rank	C. S. *	%-ile rank	C. S. *	%-ile rank
1.	62	59	62	59	43	53	37	21
2.	72	94	72	94	38	26	44	57
3.	56	32	64	68	49	77	51	83
4.	64	68	66	76	44	57	46	65
5.	64	68	66	76	56	93	56	93
6.	64	68	69	86	39	31	49	77
7.	56	32	62	59	39	31	35	13
8.	60	49	64	68	40	36	50	80
9.	69	86	71	91	36	16	44	57
10.	57	37	67	79	40	36	50	80
11.	55	92	64	68	64	68	53	87

*Converted Score

TABLE B

Comparison of Converted Scores Between Project and the 1962 All-Institute Means

APPLIED LINGUISTICS				PROFESSIONAL PREPARATION			
1962 All-Institute Means		Project		1962 All-Institute Means		Project	
pretests	post-tests	pretests	post-tests	pretests	post-tests	pretests	post-tests
43. 6671	49. 5861	43. 545	46. 818	59. 3064	67. 0427	62. 4000	66. 091

TABLE C

Number of Participants in Percentile Rank, Generalized in 10% Grades

Applied Linguistics		%-ile Rank	Professional Preparation	
pretests	post-tests		pretests	post-tests
/	/	90-100	//	//
	////	80-89	/	/
/	/	70-79		///
/	/	60-69	///	///
//	//	50-59	/	//
		40-49	/	
////		30-39	///	
/	/	20-29		
/	/	10-19		
		0-9		
30-39	70-79	Average	60-69	70-79

TABLE D

Number of Participants Changing Percentile Rank

Professional Preparation	No. of %-iles	Applied Linguistics
	5	//
/	4	//
//	3	/
///	2	/
///	1	//
//	0	/
	- 1	
	- 2	/
	- 3	/

TABLE E

Number of Participants Rising From Lower Half of Percentile Ranking to Upper Half

Professional Preparation	Applied Linguistics
Began in lower half 4 of 11	Began in lower half 6 of 11
Began in upper half 7 of 11	Began in upper half 5 of 11
Rose from lower to upper half 4 of 4	Rose from lower to upper half 4 of 6
Total in upper half at end of course 11 of 11	Total in upper half at end of course 9 of 11

APPENDIX V *LIST OF PARTICIPANTS OE - 2 - 14 - 035

Name	Level of School Taught	Level of Spanish Taught	No. Span. Classes
Miss Lucille M. Arnold	Junior High School	None	None
Mrs. Gladys M. Chase	Junior High School	First Year	Three
Mrs. Rebecca Gentle	High School	First, Second, Third Years	Five
Mr. Robert Hall	Junior High School	First Year	Two
Mrs. Elizabeth M. Hill	Junior High School	First Year	One
Mrs. Emma M. Kinner	Junior High School	First and Second Years	Four
Mrs. Mary Ann Lane	High School	First and Second Years	Five
Miss Margaret M. Lee	Junior High School	First Year	Three
Mrs. Aileen McNamara	High School	First and Second Years	Five
Mrs. Doris G. Moon	Junior High School	First Year	One
Miss Jeneane Price	Junior High School	First Year	One
Miss Helen E. Rohrer Leader	High School	First Year	Two
Miss Joanna Jolly	High School	Second, Third, Fourth Years	Four

*Completed the course.